Read to be Ready

Independent Reading and Reading Conferences

Module 8: Sustaining Professional Learning

Objectives

- Assess improvements in teaching and learning across all instructional outcomes

- Plan for next steps in professional learning

- Consider the role of the coach in sustaining cycles of continuous improvement

Assessing Improvement

Gap Assessment

- Complete the assessments on pages 133-140

Analysis of Gaps

1. Think and Link
   – Looking across all the rating scales, where are the lowest ratings (i.e., biggest gaps) for your school?
     • Are there any relationships or connections among your ratings that you want to investigate further?

2. Pair and Share
     • Discuss

Understanding Professional Learning Needs

5 Whys

- What's the problem or issue?

Why did this happen?

Why did this happen?

Why did this happen?

Why did this happen?

Why did this happen?

Understanding Professional Learning Needs

5 Whys

- Why aren't these teachers selecting appropriate texts for small group instruction?
    - They are only using Lexile levels for text selection.
- Why are teachers only using Lexile levels?
    - Teachers say they don't have time to assess qualitative aspects of complexity.
- Why do teachers say they don't have enough time?
    - Teachers have other priorities in planning time and they don't see the value of making text analysis a high priority.
- Why do teachers not see assessing text complexity as a high priority in planning time each day?
    - Teachers feel overwhelmed. They aren't familiar with the analysis process, and/or they don't value the analysis process. They also don't see how it will become easier with practice.

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Practice

Why did the R.M.S. *Titanic* sink?

Apply to Your School

- Use the 5 Whys to think about enduring issues or challenges in your school

Planning to Meet Professional Learning Needs

Planning to Meet Professional Learning Needs

- Describe the issue, including what it looks like or sounds like, how you've observed it, and how pervasive it is
- Brainstorm actions/solutions
- Select actions/solutions
- Identify supports inside and outside of the school
- Plan how you will implement the action/solution
- Know how you will evaluate effectiveness

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Example

What is the professional learning need or challenge?		
Teachers don't understand or value the text analysis process and they haven't had enough practice to see that it will become easier over time.		
Evidence		
What does it look like/sound like? -Texts selected for small group reading that are not well-matched to readers' strengths and needs because they are based only on Lexile level -Students in small groups are not able to process texts effectively and are not getting to deeper meaning -Feedback from teachers that they feel overwhelmed by text analysis process and they don't have time to do qualitative text analysis	How have you observed it? (What kind of evidence do you have?) -Small group reading lesson plans only include Lexile levels -Observation of small group reading indicates teachers are doing most of the work to process the texts with students -Feedback about professional learning so far indicates this is still an area of confusion for teachers	How pervasive is the issue? School-wide? All or some educators? -Seems to be throughout grades K-3

Practice

- Read the partially completed example on page 150 in your manual.

Apply to Your School

- Look back at the 5 Why analysis you completed for your school on page 144.

- Work with a partner to complete the Professional Learning Needs Planning sheet on page 152-153.

Sustaining Personal Energy for Leadership

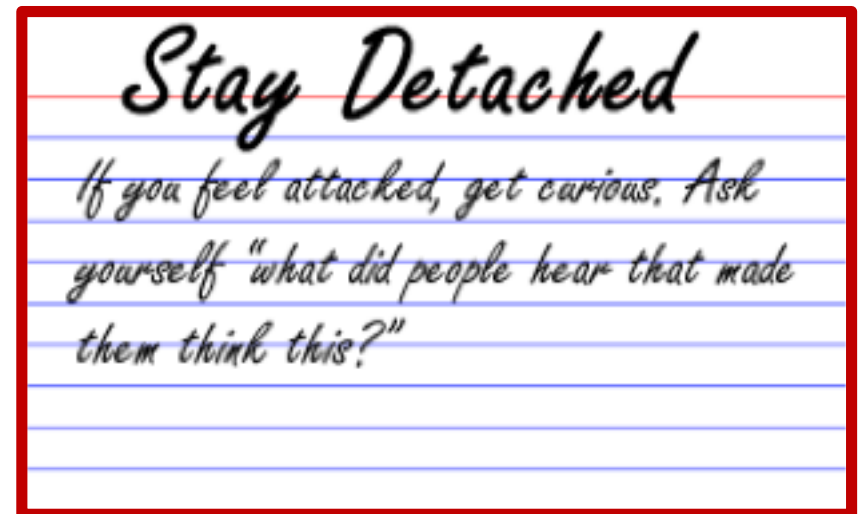# Sustaining Personal Energy for Leadership

- **Tactic 1: Stay Detached**
- **Tactic 2: Walk on Solid Ground**
- **Tactic 3: Clarify your Message**
- **Tactic 4: Manage Change Effectively**
- **Tactic 5: Confront Reality**
- **Tactic 6: Understand School Culture**
- **Tactic 7: Be Ambitious and Humble**
- **Tactic 8: Take Care of Yourself**

Knight, 2009

Brainstorm and Share

- Write down at least two ideas of how a coach might use a high-leverage tactic.
- Give one, get one, move on.

Example Index Card

Stay Detached

If you feel attached, get curious. Ask yourself "what did people hear that made them think this?"

Closing Words

"When staff work together as a professional learning community - when they work together to clarify purpose and priorities, establish and contribute to collaborative teams, participate in continuous improvement cycles of gathering data on student achievement, identify areas of concern, generate strategies for improving student performance, support each other as they implement those strategies, and gather new data to assess the impact of their collective efforts - and when they are relentless in their efforts to improve achievement for all students, they increase the likelihood of sustained, substantial school improvement."

Dufour, 2003